

The Citizen

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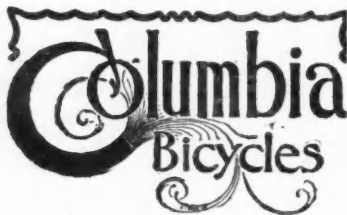
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The Citizen

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Life and Education.

One of the most striking phenomena of recent times in the United States is the rapidly increasing interest of the public in all that pertains to our municipal life.

This interest shows itself in many ways: in the multiplying literature relating to cities and city affairs; in the growing attention paid to city problems by clergymen; in the formation of associations to study city conditions; in the development of political movements based on city issues; in the establishment of courses of lectures in our schools and colleges upon the origin and development of modern cities.

It is evident from even a superficial examination of the situation that the present move-

ment "toward higher things" in our municipal life is not by any means a merely political one; indeed, not even chiefly so. The demand for better things is making itself felt in many directions where, to the present time at least, we have not been in the habit of expecting governmental action at all, and where we do not now expect improvement to come from the action of the public authorities of the community.

The awakening of the public conscience and the enlightenment of the public mind which will surely result from all this stirring of the waters cannot but react powerfully upon our local governments, and make them give us—as they do not now—all that we have a right to expect of them. But even if they were models of their kind, much would remain to be done before our communal life and environment would be what it ought to be; and an important part of the work must be accomplished by private enterprise, by the hearty co-operation of public-spirited citizens.

It is a most hopeful sign that this fact seems to be fully recognized in all the recent comprehensive movements toward civic betterment. The last prominent accession to the ranks of associations for local improvement—the Civic Centre of Washington—illustrates this tendency in a marked way. It has seven regular departments; and although all of them touch at many points the work of public officials, no one of them contemplates carrying out its purposes by ordinary political methods. One might answer that this would be only natural in a city like Washington, where there is not even a pretence of local government. A similar tendency, however, has shown itself in most of the recent organizations aiming at municipal improvement.

It is difficult as yet to point to many permanent improvements in our civic conditions which can be traced directly to this growing sense of their importance. New York has taken the first step in the direction of political reform by the recent overturn in her municipal

affairs; but the work has been so far purely negative—important, necessary, indeed, as the first step—but after all there has been nothing positive as yet. Nearly the whole constructive work remains to be done; and what that will be, how successful and enduring, only the future can tell.

The Civic Federation in Chicago, which, unlike some of the societies mentioned above, has mainly devoted itself to an attempt to improve the legislation relating to local matters, has not as yet succeeded in getting any of its laws through the legislature. It is interesting to note the laws it is urging, as their character throws much light on the conditions prevailing in the second largest city in the United States.

The list includes a primary election law, a corrupt practices act, a revenue law, a special assessment law, and a new city charter! This is surely work enough for an association to undertake at one session of the legislature. The City Charter bill is of interest as making a decided approach to the Philadelphia system. It contains, however, what would seem to be a very radical provision. Licenses for car lines cannot be granted for more than thirty years for elevated roads, and twenty years for surface roads; or for more than ten years for heat, power, electric light plants, etc., when constructed in, on, or under the street; and all such structures shall belong to the city at the expiration of the license.

An interesting addition to the general election law is also proposed. It is taken from the Indiana code, and is intended to discourage election bribery. It provides that the value of a vote shall be \$300, and that the insignificant fellow who has sold his vote for \$2.50, or for any sum less than \$300, may, by an action at law, recover the balance, and the bribe-giver is liable to imprisonment until this is paid. The Indiana law has been held constitutional, and it is claimed by many that it has practically stopped bribery in that State.

The revenue law provides for an efficient system of assessment of property. Our readers may remember the scathing denunciation made by W. T. Stead, a year or two ago, upon the inequality of assessments in Chicago. His charges were fully justified in the opinion of

the Civic Federation, and the law will attempt to remedy the grossest evils of the system. It is, however, very characteristic of American conditions that the assessors are directed to base their estimates upon one-fifth of the "fair cash value," on the ground that it is simply impossible to obtain an assessment based upon a full value.

The people of Manhattan Island have a habit of joking about the pace of Philadelphia, as if there were real grounds for amusement in the conservatism and constancy of the Philadelphia character. If it is granted that we are in fact attached to those things to which we have become accustomed, it does not follow that we are wholly indifferent to progress. In the matter of municipal government we may prefer to bear those ills we have rather than to fly to others that we know not of; but since we have had the Civic Club it can not be said that we do not concern ourselves with the great questions of the day.

The men of Philadelphia who have declared themselves as reformers have not met with much obvious success. We will not undertake to say why, further than to suggest that there has been a great disproportion between the force applied and the result to be accomplished. Neither is the success of the Civic Club to be measured in terms of actual achievement, but the ladies of that organization are certainly giving to the study of our social and political life a painstaking attention that to the best of our knowledge has never been given to it before. The conduct of the club has been as conservative and wise, as energetic and courageous. It is true that the ladies who conducted the stirring canvass in the Seventh Ward before the last election did not elect their candidates for school directors, nor did they expect to overcome the great majority against them. They went into the field to make, in a practical way, a campaign of education and study. By personal work among the electors they secured a very handsome vote, and won the interest and respect of all who knew what they were doing. Every aspect of civic life is studied by the

club in so systematic a way that in the long run their efforts cannot fail to be fruitful. We know that the women of New York are doing much in similar directions, and that they assisted materially in the recent house-cleaning in that city; but as to its women Philadelphia has always been willing to challenge any comparison that New York may choose to make. We are quite sure that in the matter of public spirit the credit of Philadelphia women is safe in the hands of the Civic Club.

The report of the Committee of Fifteen, elsewhere discussed in our columns, has a section devoted to the organization of City School Systems. The members of the Sub-Committee on this subject were unanimous in the opinion that one of the most serious defects of our present public school system, speaking generally, lies in the fact that the decision of questions calling for expert knowledge and experience is left almost entirely in the hands of people who cannot be expected to have such knowledge or experience.

This is notably true of our own city. There are about 3000 teachers engaged in our public school work. There is no provision made by which this body of experts can make itself felt legitimately in determining the policy or administration of our schools. The entire control of the system is vested in the hands of a set of men who are busy primarily with their own affairs, who cannot give the time or attention to the subject which its importance demands, and who, if they should give the time, are not qualified either by professional training or professional experience to form an expert judgment upon such matters. If the teachers at any time undertake to express their opinions, it is more than likely that they will be snubbed for their pains and reminded that the Board of Education is entrusted with the control of the public schools.

Superintendent Seaver, of Boston, in a dissenting or rather supplementary opinion, makes a valuable suggestion to the effect that the powers and duties of the superintendent of instruction should be defined by statute law and not by regulations of the Board of Education; and that to him and his assistants, con-

stituting a body of professional experts, should be left all questions relating to study, textbooks, examinations, and other professional matters. We shall never have a satisfactory system of public education until in some way the technical knowledge and experience of the teaching body shall have its due influence upon the course of educational policy and administration.

The Boston Public Library, which has recently opened the doors of its new building, is a worthy institution worthily housed. There is probably not a finer piece of architecture in America, while sculpture and painting, as represented by the St. Gaudens lions and the Abbey tapestries, are to add to the artistic effect of the whole.

It may be predicted that when the new library, just established in New York by the consolidation of the Astor, Lenox and Tilden foundations, is ready to build, an attempt will be made to rival the Boston institution. It is devoutly to be wished that such rivalry might extend to all our American cities, for it will be wholesome and of priceless educational value to a nation inclined to esteem architecture according to the number of stories brought under one roof. It is perhaps too much to expect that a country so new as ours should develop a national type of architecture, but at least we can choose our models from the best of other countries, and thereby cease to affect the tawdry, bizarre, and even grotesque. If the Boston Library stimulates a general desire for architectural beauty, its founders will have builded even better than they knew.

It must not be forgotten, however, that, valuable as such an aesthetic impulse may be, the prime purpose of a library is to dispense books. This may appear a trite proposition, but it is sometimes neglected in library administration. One library in New York is notorious for its bad service; to find a book in the catalogue and to procure it from the shelves is such a laborious task that men have been known to do without a desired volume rather than undergo the hardship of getting it. Libraries should be so organized and arranged as to furnish books with the least possible

resistance. There should be a catalogue planned on a rational, simple system; there should be a body of intelligent attendants, courteous and patient—for these humble virtues are as necessary in a library as in many other walks of life; and there should be a sufficient number of call-boys. This last condition is not yet satisfied in the Boston Public Library. The necessity for attention to these details cannot be too much emphasized. The ideal library would be one in which the patrons are admitted to the shelves. As this is impracticable, the best possible substitute should be diligently sought. There is no virtue in a building full of books unless the books find use and exit, and to make this easy is the chief business of the librarian.

We may hardly suppose that the free library recently established in Philadelphia by the Pepper endowment will soon attempt a building comparable to Boston's magnificent edifice, but we may congratulate ourselves that we are to have at least the essentials of a library—a considerable collection of books. And let us hope that Philadelphia's example will set on the other towns of the State to give more heed to this important matter of free libraries. We wish that Pennsylvania might speedily emulate Massachusetts, where there are only thirty-two towns without free public libraries.

The Rev. W. Hudson Shaw and the Rev. Wm. Bayard Hale, meeting in Philadelphia last January, agreed to speak from the same platform, on the same evening, some time in April. This interesting event will occur on Tuesday, April 16, at Association Hall, on Fifteenth street, below Chestnut street.

Mr. Shaw is a fellow of Baliol College, Oxford, and a clergyman of the Church of England, who, having at one time a cure among the very poor, lived among them as they lived that he might know their point of view and get at their hearts. Subsequently he chose the University Extension platform as the means by which his devotion to the social improvement of the people might be made most useful. He lectures to large bodies of workingmen and others, in England, before Christmas, and, as he makes no distinction between Eng-

lishmen and Americans in matters of this kind, he comes here later as an apostle of the University Extension Teaching.

Mr. Hale has a rural parish in Massachusetts. His brilliant addresses at the Church Congresses, his lectures at the Summer School in Philadelphia last year, on "A Theory of Color and Tone," and his articles in *The Forum*, on the relations between the churches and certain social conditions, have given him a distinct place as a thinker, having unusual powers of expression.

Mr. Shaw will speak upon the "Social Ferment in England." Mr. Hale upon "Social Ideas and Social Realities in America." The University Extension Society will have great pleasure in receiving its friends upon that evening.

Tickets will be given without charge, in proportion to the number of applicants from each centre, to members of centres, or to officers of centres who will present lists with the names of the members of their centres who desire to be present; also to members of the general society. All applications should be made at the office of the society, 111 South Fifteenth street, before April 10. In case all demands from any centre cannot be met the tickets will be awarded in the order of application.

It is probably not quite fair to assume that because there were 25,000 people on the Penn Field to see the foot-ball game between Harvard and the University of Pennsylvania last autumn, and but 2500 in the Academy of Music on the evening of March 8, to hear the debate between Pennsylvania and Cornell, that these figures accurately represent the relative interest of the public in the two contests; nevertheless, there were, as a matter of fact, more vacant seats in the Academy than on the Field. We are obliged to say, moreover, that when Judge Willson expressed a preference for such distinction as was won in the debate, the audience representing the more intellectual interest did not seem to agree with him. A gentleman, who, speaking spontaneously, said, "I like them both, but I like foot-ball best," apparently expressed the feeling of the majority.

Great as is the opportunity for moralizing upon the facts as stated, we shall forbear and try to derive some comfort from the evidence of civilization shown by the presence of a fine audience in a large theatre to hear six young men debate such a question as the advantages of the Gottenburg system. That the people present came upon invitation, that they were the "best" people of Philadelphia, and that they paid no gate-money, gave the occasion a dignity very grateful to elderly persons, whose ideas about college training were formed before foot-ball days. Even foot-ball under such circumstances would seem almost a gentlemanly pastime. All that can be said for foot-ball, and much can be said for it, would come with a better grace if there did not lurk in the minds of old-fashioned people an uncomfortable feeling that it is not quite the thing for great institutions of learning to run the biggest public shows of the year at opera prices. There is a taint of greed in the foot-ball exhibitions not quite in keeping with the pretensions of the universities to be fountains of high thinking. Nothing of this sort attaches to the debate of March 8. It was a purely academic occasion, with a little banjo thrown in; and every one who spoke gave a new impression of the scholar and the gentleman. On both sides the debaters did admirably, and we believe, with the judges, that Pennsylvania did a little better than Cornell.

The signs are that if foot-ball is to survive, material changes must be made in the manner of conducting the intercollegiate contests. So long as the sport was a youthful trial of amateur skill between friendly bands of college boys, few people objected to it; but of late years innovations have crept in which have given to the principal college games all the characteristics of a gladiatorial combat. The vast crowds which assemble to witness the game, the newspaper notoriety, and the enormous sums of money expended, have rendered professionalism and rowdiness almost inevitable.

The game at Springfield last November has aroused the attention of the friends of the higher education to the evil possibilities of

foot-ball, and has convinced many that it would be better to abolish the game rather than permit such exhibitions. President Eliot takes this view in his annual report, and the Harvard faculty, acting upon this suggestion, has expressed its desire that no Harvard student shall henceforth take part in an intercollegiate game. The final outcome of this action cannot yet be predicted, but it looks at present as if foot-ball is dead at Harvard. And unless decided steps are taken to remove the offensive features of the game, other institutions are likely to follow Harvard's example.

Report of the Committee of Fifteen.

The Cleveland meeting of the Department of Superintendence of the National Educational Association was one of the most profitable in the history of this organization. Prominent educators were present from all sections of the country, and the topics discussed were of signal importance. The educational significance of the themes discussed, and the high order of expert intelligence engaged in the discussion make the annual meetings of this department one of the greatest educational forces of the day.

The summer meetings of the National Educational Association, where from ten to fifteen thousand teachers assemble, partake, necessarily, somewhat of the nature of mass meetings. Much enthusiasm is aroused, and the members return to their work with renewed zeal. But for the discussion of the underlying principles of education, the smaller attendance of the leaders of educational thought at these meetings of the Department of Superintendence is more favorable.

Last year at Richmond there was read to this department the now famous report of the Committee of Ten. At the Cleveland meeting there was submitted the report, or rather the three reports, of the Committee of Fifteen, a committee which was appointed at Boston in 1893.

One of the greatest discussions in the history of the Department was the battle over one of these three reports, viz., the report on *The Correlation of Studies*. Dr. William T. Harris, United States Commissioner of Education, prepared and submitted this portion of the report. His contribution was a profound philosophic discussion of the educational values of the various studies of the school curriculum by the acknowledged leaders of philosophic and

educational thought in the United States, and it won universal praise as a discussion of the fundamental principles involved. But it was urged, particularly by the sympathizers with the so-called Herbartian movement, that a report on The Correlation of Studies should not only lay the solid foundations of the new correlated curriculum, but should also attempt an outline at least of a co-ordinated temple of knowledge. Around this demand was waged the battle of the educational giants.

The three speakers appointed to lead the discussion united in this demand for at least an attempt at a program, viz.: Principal McMurry, of the Franklin School of Pedagogy (Buffalo, N. Y.); Colonel Parker, of the Cook County Normal School; and President De Garmo, of Swarthmore College. These were followed on one side or the other by Dr. Nicholas Murray Butler, professor of philosophy in Columbia College; Dr. Hinsdale, professor of pedagogy in the University of Michigan; Dr. Charles McMurry, of the Illinois State Normal School; President Hervey, of the Teachers' Training School of Columbia College, and others of like weight in the educational world. The discussion was worthily closed by Dr. Harris. It was an educational field day, characterized later by State Superintendent Sabin, of Iowa, as worthy of any assembly, legislative or otherwise, that ever met in America.

I should, perhaps, add that the result of the discussion was, if not harmony of opinion, at least mutual respect and a general desire that those who urge a forward movement in education through a co-ordinated curriculum should continue their attempt at a practical solution of the problems involved.

And this attempt at a solution will be made. Indeed, the Herbart Club (the president of which is President DeGarmo, of Swarthmore College) which is a part of the National Educational Association, completed its organization and promises to become one of the greatest educational forces of the day.

I can make no attempt at an adequate report of all the discussions of this Cleveland meeting. There was an address by State Superintendent Schaeffer of Pennsylvania on "The Power and Duties of State Superintendents," a discussion of "Club Study," of "Individualism in Mass Education," of the "Teaching of Political Economy in the Public Schools," etc. To do justice to these discussions would require more space than is at my command.

I have spoken of one of the three reports of the Committee of Fifteen. The report on The Training of Teachers was presented by Superintendent Tarbell, of Providence, and

was a timely and important contribution. An earnest discussion followed in regard to the relative value of the Normal School and the City Training School for giving professional training to teachers.

The last of the three reports by the Committee of Fifteen was presented by Judge Draper, now president of the University of Illinois, formerly State Superintendent of Public Instruction for New York, and later as City Superintendent of the Cleveland City Schools, vested with greater power by the Board of Education than was ever before granted to an educational executive in this country. President Draper's report was on The Organization of City School Systems. In this report occur these sentences: "By the census of 1890 there are seven cities in the United States each with a population greater than any one of sixteen States. The aggregate population of twelve cities exceeds the aggregate population of twenty States." President Draper also said that he had not the slightest doubt that the total expenditures for schools of some eight cities in the United States is greater than the total expenditures of the State governments of *thirty-eight* States. And yet these great city school systems have grown up from rural school conditions with little additional legislation, and in accordance with no well-defined principle of organization. This condition of affairs is necessarily chaotic and unsatisfactory.

The general tenor of President Draper's recommendations was to the effect that the City Superintendent should be given ample authority, and then be held responsible for results. This is in line with the movement in New York City for giving the Mayor larger powers, in order that efficiency of administration may thereby be secured. To some the movement seems undemocratic as opposed to the genius of our institutions, incompatible with the principle of local self-government and decentralization of authority. But, to President Draper, the important consideration is not any theory of local self-government or decentralization of authority, but an efficient administration resulting in the best possible schools.

That there is pressing need for better schools was abundantly shown by the report of the Committee of Ten, and by the discussions to which it gave rise in Richmond last year. President Eliot holds that our boys are kept "marking time" in the secondary schools, and lose fully two years of their lives thereby. He maintains that in some foreign countries young men have the full equivalent of a college education two years younger than the average age of the American college graduate. Two

years are thereby added to the working period of life—surely an important consideration.

As an illustration of the purposes of those who are attempting to save a portion at least of these lost two years by means of a wise correlation or concentration of studies, I may give a part of a course of study as arranged for pupils from twelve to thirteen years of age, and already in use with most happy results. Without entering upon a consideration of the principle upon which the co-ordination shall be arranged, we may say that it would be manifestly an advantage to study the geography of a country in connection with its history and its literature. Instead of studying the history of Greece and the geography of Norway this year, and the geography of Greece and the history of Norway next year, it would seem advantageous to study the history and the geography of Greece simultaneously.

This is the principle which prevails in the course of study referred to. The work in history is the history of Greece. While the pupils are studying in the history class the Battle of Marathon, they read in the literature class a selection of poetry based upon the Battle of Marathon; in the Latin class they read stories of Greek myths and a Latin account of the Battle of Marathon; in the geography class they study Greece, its position, form, relief, landscape, etc.; in the drawing class they make a drawing of the Parthenon; in the composition class they write a simple account of some example of Greek art in the art gallery of their city; in short, so far as possible, the various studies of the curriculum are so co-ordinated that the geography adds interest to the history and the history throws light upon the literature.

Following the report of the Committee of Ten, made in Richmond last year, we have this report of the Committee of Fifteen. The purpose of both committees was the same: to so improve our schools that these two lost years may be saved. The Committee of Fifteen present weighty considerations in regard to (1) the training of teachers, (2) the correlation of studies in elementary education, (3) the organization of city school systems.

These are some of the problems of education, the solution of which is the affair, not of the college presidents and educational experts alone, but of every citizen and every reader of THE CITIZEN under this government of the people, by the people, for the people; for education is, as Wendell Phillips has said, "the only interest worthy the deep, controlling anxiety of the thoughtful man."

RICHARD JONES.

Swarthmore College.

Democracy and Education.

We live in an age of jeremiads, of political pessimism, of Cassandra prophecies of evil to come. The nineteenth century is old, weary, nervously prostrated. No such strain on the nerves of civilized humanity has ever been known as that which the present generation, living a life fast and furious beyond precedent, half overwhelmed by the sudden shrinkage of the world, the rapidity of mechanical inventions, the new discoveries of science, the bewildering activities of the printing press, has experienced. So far as the educated classes of Europe and America are concerned, the inevitable results of this unceasing pressure upon our nerves, this exhausting wear and tear of nervous tissue, are plainly visible. In literature, we luckless moderns have passed from the neurotic horrors of Tolstoi and Zola to the physiological infernos of Ibsen's 'Ghosts' and the hysterical morbidities of Sarah Grand and 'New Women' of that ilk. American maidens by the hundred thousand desert Jeannie Deans for the *fin-de-siècle* heroine of virtue, 'Trilby.' English clerics discourse to admiring congregations of Christians concerning 'Tess of the D'Urbervilles' and the 'Second Mrs. Tanqueray.' In religion we have arrived at Madame Blavatsky and Theosophy, the revelations of Mr. W. T. Stead's 'Julia,' and the credible miracles of the Christian Scientists. In art we are bidden to rejoice in the inanities of Aubrey Beardsley and *The Yellow Book*, succinctly though unpolitely characterized by a Philistine critic insufficiently up-to-date as "erotic, neurotic, and Tommyrot-ic." What wonder is it that we have drawn down upon us the righteous indignation of Max Nordau, who in his striking book, 'Degeneration,' has reminded us that nations, like individuals, may suffer from overwrought nerves and carry intellectual excitement to the verge of mental disease.

In politics, the unhealthy condition of our brain centres, caused by the rush and worry and break-neck pace of our modern life, is especially manifest. Pessimism has laid its paralyzing grasp upon nearly all our political thinkers and guides. From Carlyle in his 'Shooting Niagara' to Professor Pearson in 'National Life and Character,' from W. R. Greg with his 'Rocks Ahead' to Sir Henry Maine and Goldwin Smith and Lord Salisbury, with their gloomy vaticinations and rooted disbelief in the people, we have a dreary succession of dismal prophets, all foretelling disaster to the epoch of Democracy. It is getting a little tiresome, this perpetual succession of academic jeremiads proceeding from men who evolve theories in their studies and know

little of the real life and thought of the mass of men, more especially as year by year the prophecies are falsified by events. What a commentary upon Carlyle's fierce diatribes against the English Parliament is the fact that steadily, for a score of years, it has devoted itself to the carrying out of those reforms in English society which he deemed essential. 'Shooting Niagara,' to his prejudiced eye, was the democratic advance of 1867, the almost immediate result of which was the great Charter of English Education, Mr. Forster's Act of 1870. Another leap into the fateful abyss of democratic control was taken in 1885, but the English nation still survives, its politics have not degenerated, and the prospects of happiness for the great mass of the people are not worse, but better than ever before. America, the chosen home of democracy, has had a longer experience of government by the people, and here, in spite of difficulties caused by her too hasty grant of citizenship to foreigners and the too frequent dumping of the scum of Europe upon her shores, the general average of human happiness is probably higher than in any considerable nation of ancient or modern times. It is true, American streets are not over-clean, her Municipal Councillors are not always persons of immaculate virtue, nor her Senators entirely disinterested in their political actions. But these evils are not inseparable from democracy. Aristocratic England, a century ago, experienced them more than the United States do now. Some day, when business will permit, the Lady Columbia will hang a contractor or two, clear both her streets and her Councils, and remember the bosses and the spoilsmen no more.

Nothing is more common in England to-day than to hear from educated men, in Oxford and Cambridge Common rooms, in London clubs, even amongst the merchant class in the North, the gloomiest views as to the future political prospects of the country in the hands of the democracy. "We are engulfed; we must go down the cataract," said Dr. Arnold half a century ago, and this apparently is the belief of the cultured classes now. Hopefulness seems to have vanished. Groans and lamentations, dismal forebodings are heard from Liberal politicians as well as Tory. "Distrust of the people, tempered by fear" is the prevailing belief of educated Englishmen. Echoes of the same spirit are not unheard in New York and Philadelphia.

It is difficult to admire this attitude, more difficult still to see what good hopelessness and gloomy prophecies of disaster are likely to effect. Whether democracy is or is not a wise form of government for America or England is

no longer the question. The thing is here. The choice has been made and cannot be retracted. Power has been fully given to the masses of the people and no statesman, not even Lord Salisbury, is mad enough to attempt to take it away. For good or for evil, democracy is enthroned. That we cannot alter.

Those of us who hold the democratic faith, who believe that the great heart of the people is just, who have trust in what Edmund Burke called the "ancient inbred piety and integrity of the English race," look forward to the future, not fearfully, but with boundless hope. We believe that these nervous tremors, these unmanly forebodings, this ghastly unbelief in God and our fellowmen, which distinguish so much of our political writing of to-day, are unworthy and mischievous. Men of faith and hope, not old ladies with shattered nerves like those who conjure up every week some imaginary catastrophe in the London *Spectator*, are the great need of our time. Perplexing and terrible problems confront the Anglo-Saxon people, no doubt, but are they more tremendous than the difficulties that have been faced before? Are the race of men who weathered the storms of the Reformation and the Revolution, who emerged safely from the struggle with Napoleon and the American Civil War, so degenerate that they cannot face with hope and courage the lesser dangers of our time? It is incredible.

Blind optimism, however, will not help us. We are in peril if, having elected to be governed by democracy, we neglect the education of citizens. It is idle to deny that at present we are suicidally blind to the most urgent necessity of our age and circumstances. "Educate your masters" was Robert Lowe's half contemptuous counsel to the English Parliament a quarter of a century ago. "Educate, or perish," is the warning which every wise teacher of our time is uttering in the deaf ears of peoples so immersed in the ceaseless struggle for material existence that they have well-nigh forgotten for what purpose life exists. To the mass of laboring men in England and America, no longer to a limited, educated class, the modern statesman has to make his appeal. To artisans and hand workers are now committed, irrevocably, the destinies of the two greatest empires in the world. Upon their intelligence, patriotism, and public spirit the welfare of 450 millions of human beings depends. Never before in the history of the earth has such an experiment been tried; never before has complete political supremacy been entrusted to the masses of men. If we had statesmen worthy of the name, caring for country more than

party, for humanity more than either, surely they would devote themselves seriously, without delay, to the great work of national education. Yet how little has been done! It is true that for generations the United States has set an example to the Old World of admirable public schools, while England for twenty years past has had compulsory elementary education given at the State's expense. We need, however, something more than the training of children and the bestowal of the *tools* of knowledge. If democracy is not to end in unutterable disaster and ruin, we must take in hand the training of the adult. Citizenship does not come by the light of nature, nor will the workman learn it from the literature to which at present he is chiefly addicted—the Sunday newspaper and the sporting chronicle. We shall have to teach it. We shall have to place within his reach, in every town and village of the land, what Carlyle called the “true modern university,” the university of books. With what amazement will our descendants read that civilized nations like England and the United States, boasting of their enlightenment, cared greatly about gas and trolleys, and were indifferent to the need of public libraries!

Furthermore, the democracy demands educators, and here our colleges and universities can aid us if they will. They do not exist solely to encourage research, nor to train members of the learned professions. The production of knowledge is necessary indeed, but equally so is its distribution. Our great universities have duties also to the people by whose toil their culture is rendered possible, upon whose political action in the future the whole welfare of the country will depend. Let them give us teachers of citizenship, men of scholarship and enthusiasm and sympathy, ready to impart that instruction in the history of the past, in the rudiments of economic law, in the great sociological problems of to-day, in ‘Politics’ as the Greeks understood the term, which may help democracy to avoid the perils that lie in its path and advance the cause of human progress. “To make the people fittest to choose,” wrote John Milton more than two centuries ago, “and the chosen fittest to govern, will be to mend our corrupt and faulty education, to teach the people faith, not without virtue, temperance, modesty, sobriety, justice; not to admire wealth or honor; to hate turbulence and ambition; to place everyone his private welfare and happiness in the public peace, liberty and safety.”

W. HUDSON SHAW.

The great blessings of mankind are within us and within our reach.—*Seneca*.

The Pennsylvania Election Laws.

ELECTION DISTRICTS AND POLLING PLACES.

The geographical unit is the election district. In cities of more than 100,000 inhabitants, when more than 250 votes are cast in any district, it is the duty of the Court of Quarter Sessions to divide it. This is a mandate of the Constitution which is not always promptly obeyed.¹ By the act of 1876, which applies only to townships, the Court divides the district and also fixes the polling place. There seems to be no legislation to carry into effect the above constitutional provision in the case of cities having more than 100,000 inhabitants. The election districts must be of compact and contiguous territory. In Philadelphia, at the general election of 1894, there were 185 districts in which more than 250 votes were polled. Under an old act Councils are also empowered to fix polling places, and up to 1893 they exercised this power in some cases.

The boundaries of each division may be ascertained from the original registry list, a copy of which can be found at the assessor's house, between the fourth Monday of May and general election day, *i. e.*, the first Tuesday after the first Monday in November; and between the second Monday in December and the third Tuesday in February, which is the date fixed for the municipal elections. This information can also be obtained from the revised assessors' lists furnished by the City Commissioners to election officers. These lists can be obtained at the City Hall. It is the duty of the sheriff to give the polling place of each division in the proclamation which he is required to make at least ten days before election.² If there should be any difficulty in ascertaining the name and address of the assessor of a district, this information can be procured at the office of the Prothonotary of the Court of Common Pleas.

It is a well-known fact that the ordinary voter has no ready means of ascertaining the boundaries of his election district, the date of the revision of the lists, and the location of his polling place. It is a serious question whether the State ought not to furnish such information to every voter. This might be done at the time the assessor makes his “house-to-house” visit. A printed slip containing the required information could be left for every voter at the time the assessment is made. This slip might be detached from a counterfoil upon which the signature of the

¹ Constitution, Article VIII, Section 11.

² Act, 1893, Section 10.

person giving the information as to the qualification of the voter assessed could be preserved, and so serve as a voucher by which the assessor could show that he had actually made the visit. The information in regard to the boundaries of districts, polling places, and the exact dates for revising the lists is also contained in the copy of the registry list now required by law to be placed upon the doors of the polling places. If, however, one does not know the location of his polling place, this requirement does not meet the difficulty.

The Court of Quarter Sessions may change a polling place at any time, for any reason it may think proper, upon application of ten qualified electors of the district.¹ The Court may direct an election to be held to determine the location of a polling place, thus placing the matter in the hands of the majority of the qualified voters of the district. Elections must not be held in a room, any part of which is used for the sale of liquors, if it be possible to obtain another room.²

The provision in the act of 1893, making it the duty of the County Commissioners to provide a voting room in each district, large enough to meet the requirements of the present law, and in case such a room cannot be had, to erect a temporary one, gives them no authority to change a polling place.³ They are to provide such a room at the place already determined upon, and in case such a room can not be obtained, they are to erect a temporary polling booth at that place, and not elsewhere. The room should be large enough so that it can be fitted up with voting shelves and guard rail. There must be one voting shelf for every seventy-five names on the assessor's list, and in no case less than three for each election district.⁴ These shelves should be provided with screens or doors, so as to hide the persons preparing their ballots from the view of those outside. The guard rail should be so constructed and placed that persons outside of it cannot approach within six feet of the ballot box. Neither the ballot box nor the voting compartments should be arranged so that they are hidden from the view of those immediately outside the guard rail.

ASSESSORS' LISTS.

The assessors' lists serve the double purpose of furnishing the names of all persons

subject to the annual poll tax, and of supplying a registry list of the qualified voters of each district. It has been found absolutely necessary in large cities, in order to prevent personation, repeating and various other forms of fraud, to register the names of the persons claiming the right to vote long enough before election day to give time for the examination and correction of the lists. For the purpose of making this registration, which also serves as an assessment, one assessor for each election district is chosen at the February election to serve for one year. He must be a resident of the district for which he is elected, and possess the same qualifications as a State senator.¹ His compensation is \$5.50 a day, and he is allowed eight days for the May and seven days for the December assessment. As there is but one assessor from each district, he of necessity belongs to the dominant party in that district.

According to both Republican and Democratic party rules, the ward executive committee, at their meeting for organization, subsequent to the primary elections, or at a special meeting called for that purpose, shall nominate candidates for assessors, to be voted for at the next municipal election, provided that the persons so nominated have already been voted for and elected at the party primaries for the several divisions. The object of this provision seems to be to place with the executive committee the responsibility of getting the candidates' names upon the official ballot. Under the Republican party rules the ward executive committee consists of two members from each election division, chosen at the regular annual primary elections in December or January.²

DUTIES.

The assessor must visit each house in his division on the first Monday in May, and the first Monday in December, or as soon thereafter as is possible and practicable, and enter the name of every person claiming the right to vote, in a book furnished for that purpose by the City Commissioners.³ Under the act of 1874, he was to take the list of the previous year, and add to it the names of those persons who had moved into the district since the last election, and strike from it the names of those who had died, or removed from the district. The present law requires the assessor to make personally a house-to-house visit and prepare an entirely new list. In

¹ Act, May 18, 1893.

² Act, May 19, 1897.

³ Egly vs. the Armstrong County Commissioners. 158 P. St. R., p. 65.

⁴ Act, June 10, 1893, Section 19.

¹ Act, February 2, 1854, Section 17.

² Rule V, Section 1.

³ Act, May 29, 1891, Section 1.

addition to the name and address of the person claiming the right to vote, the assessor must note the date of his visit to each house; whether the person assessed be a housekeeper or boarder; if a boarder, with whom boarding; his occupation or business; and if working for another, the name of the employer. The word "voter" is to be written opposite each name. In all cases when the person has been naturalized, this is to be indicated by marking an "N" opposite the name, and when the person designs to be naturalized in time to vote at the next election, the name is to be marked "D. I." When the person claims the right to vote by reason of being twenty-one years of age, and under twenty-two, the word "age" is to be placed opposite the name.

The letter "R" is to be placed opposite the names of all persons who, since the last election, have moved into the district with the intention of residing there. The names on the list are to be grouped together by streets, alleys or courts. It is the duty of the assessor personally to ascertain all of the above facts by careful and diligent inquiry. The fact that a person is living temporarily in an election division, or that his name appears on a boarding house register does not warrant the assessor in putting his name upon the list. The assessor should take the names of only qualified voters, but irrespective of the fact that they have or have not paid a tax. The assessor should ascertain the several facts required by law, either from the person assessed, or from some known resident of the district who is acquainted with him. The law is specific in regard to the duty of the assessor in indicating the facts thus ascertained opposite each name. The list thus prepared is known as the "original registry list." On or before the fourth Monday of May and the second Monday of December, each year, duplicate copies of this list are to be made out with all the notes and explanations mentioned above. One of these copies is to be sent to the County Commissioners, the other is to be placed on the door of the election house in the district. The original list is retained by the assessor for the inspection of any person resident within the district. It is the duty of the assessor to assess from time to time any one claiming the right to vote, who personally applies to him, and to mark opposite the name "C. V.," also noting in all other cases his residence, occupation, whether housekeeper or boarder, etc. The assessor is required to be at the election house, or when the election is held at a temporary voting place, at his residence, during the two secular days preceding the sixtieth

day before election, from 10 a. m. to 3 p. m., and from 6 p. m. to 9 p. m., for the purpose of revising the list. He is to add to the list the names of those only who *personally* apply to him, and claim the right to vote in the district. He shall strike from the list all fictitious names, and the names of those who have died or removed from the district. In all such cases he is to enter, opposite the names stricken from the list, the names of the persons giving the information in regard to the same. The assessor is not obliged to make a second canvass to ascertain whether any persons whose names are on the list have died or removed from the district since making the original assessment. It is the duty of every resident of the district who knows that the list contains fictitious names, or the names of persons who have died, or moved from the district, to be present on one of the two days named, and state the facts to the assessor. On the sixtieth day prior to election day, the assessor makes a return to the County Commissioners of the original registry list, revised and completed, with two exact copies of the same. The commissioners make out a complete list of the persons thus returned, with the names arranged alphabetically. This and the necessary election blanks are to be furnished to the election officers of the district, before seven o'clock on the morning of the election. No person shall be permitted to vote on that day whose name is not on the list, until he has proved his right to vote.¹ After the corrected list has been returned to the County Commissioners, the assessor clearly has no right to make any change in it;² nor have the County Commissioners, except upon an order from the Court of Common Pleas.

Upon application, under oath, of any qualified elector of the ward, or county, at any time before election day, setting forth a breach of duties on the part of an assessor, the Court of Common Pleas, or any law judge thereof, shall call the assessor and complainant before it or him, and compel the assessor to show cause why the list should not be corrected.³ The Court has power to dispose of the case in a summary manner, and may order the assessor to correct the registry. This correction can be made by the Court in case of a breach of duty only, and the petition should set forth the precise breach or breaches complained of.⁴ If a person has moved into the district after

¹ Act, January 30, 1874, Section 10.

² 26 Pitts. L. J., p. 53.

³ Act, January 30, 1874, Section 2.

⁴ 26 Pitts. L. J., p. 53, and Duffy's Case, 4 Brewster, p. 531.

the original canvass was made, and did not personally appear before the assessor and ask that his name be placed upon the list, the Court has no authority to add the name, and will not so order, as it shows no breach of duty on the part of the assessor. Likewise, if the assessor at the time he made his canvass, after "careful inquiry," placed a name upon the registry, honestly believing the person named to be a qualified voter, and no application was afterwards made to strike the name off, it would not show a breach of duty, if it were afterwards proved that such person had died or removed from the district.¹

ALBERT A. BIRD.

[To be continued.]

The Starr Garden Park.

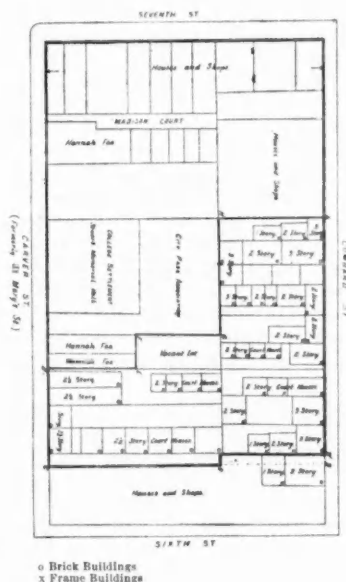
Sir John Lubbock in his "Use of Life," Chapter, National Education, gives a table showing that the average number of persons sentenced to penal servitude in England and Wales in successive periods of five years decreased from 2800 in the five years ending 1864, to 791 in the five years ending 1892; while the population increased in the term between 1864 and 1892 from 20,370,000 to 29,055,550.

He connects the decrease in crime with the national system of education inaugurated in 1870, and says, referring to the statistics we have quoted: "Of course I am aware that various allowances would have to be made, that other circumstances have to be taken into consideration, and that these figures cannot claim any scientific accuracy; at the same time they are interesting and very satisfactory. . . . The happy results which have been attained are due, not only to the good which the children learn in school, the habits of cleanliness and order which they acquire, but to the fact that they are not learning the evil lessons of the streets, but are protected from the fatal teaching and example of the criminal and the loafer."

In England, primary education has been compulsory since the Forster Act of 1870, and free since 1891. The school accommodations are everywhere ample, and parents are subject to fine if children are not sent to school. Attendance officers are employed to see that children are not at large during school hours. In London and other large cities truant schools are provided for children found in the streets.

¹ Mr. Riis has shown us how thieves are made in New York by allowing children to grow up in the streets, and that in parts of the city a compulsory attendance law would be futile because there are not enough sittings in the schools for the children who now apply. There are also parts of Philadelphia inadequately supplied with school accommodations, and we have not yet followed the example set by New York in its compulsory attendance act of last year. Children are growing up in our streets exposed to all the dangers which Mr. Riis describes.

Meanwhile the good people of the College Settlement, on Carver, formerly St. Mary Street, and their allies, have persuaded the city authorities to tear away a few shabby buildings in the heart of our most crowded and unwholesome quarter, and give an evil neighborhood a little breathing space of an acre and a quarter, where children may at least see the grass grow.



The above map shows between the double lines the area of the park, which occupies an entire block, except a narrow strip at the east end. The part included between the irregular dark line and the eastern boundary is that from which the houses are to be first removed.

If all our children were well cared for and all in school at school hours, such places

¹ 26 Pitts. L. J., p. 33, and Duffy's Case, 4 Brewster, p. 531.

¹ The Century, November, 1894. "The Making of Thieves in New York," by J. A. Riis.

would still be needed. Under present conditions the need is very great, and it is not limited to little gardens. There should be playgrounds also; especially for boys who are now arrested for playing ball in the streets by the policemen who let thieves and street-walkers go by with a nod and a familiar word. It does not stir us very much to be told that if our municipal business were as well attended to as in many foreign cities, those things which we have could be had for one-third of what we are spending, even after making all allowances for a different standard of wages; but when one comes to think of what could be done for the public good with two-thirds of Philadelphia's present income, it seems hard to believe that an intelligent and progressive people cannot find a way to make a better use of its resources. As it is, there was point in someone's witty remark, that while we are alarmed at the socialist's scheme to have the State undertake what is now done by private capital, as a matter of fact private enterprise is doing many things which really are the business of the State. The wealth of individuals is given for the public service in a way which the improvident State cannot afford. It is because the Starr Garden is an exception to the general rule and is a precedent of value that we have given it so much space.

Employment for the Insane.

BROOKLINE, MASS., March 13, 1895.

Editor of THE CITIZEN :

The care of the insane is a problem which grows broader and broader with every year of progress made in the world at large. These words sound as if the insane no longer belong to that world, and in times past they did not, but in the future they must more and more, until they no longer exist outside its limits.

It was the savage instinct in the human breast which thrust the lunatic outside the pale of society, secured him with thongs and cast him into a dungeon. Now he is put out of sight as a painful object to witness, sometimes even as a disgrace, but more often as an unfortunate and suffering, if not sinning, brother.

As his condition has become better and better understood, his lot has slowly improved. He now has, at least as a matter of theory, a roof over his head, a clean bed to sleep in, nourishing food to eat, whole garments to wear, is kindly treated by medical men, and is no longer held up to the scorn and ridicule of an unthinking and cruel public.

Still there is a vast gap yet to be filled between his present position and what it may and will become. He must be visited in his suffering, and be helped and invigorated by contact with sane and helpful minds. He must be given what he lacks, and he will give back, poor and weak as he appears to be, in astonishingly large measure. The world has been too afraid to trust him, but he is well worthy of being trusted.

No better illustration of this fact is needed than that furnished by the results obtained by the "Association

for the Employment of the Insane." This admirable organization has gone to the afflicted, held out a helping hand, and not only held it out as has been done before, but practically put it to work. They thought that the insane pauper at the Blockley almshouse might be taught sewing,—and the result has been that during the last year eighty of these poor patients, under the charge of two teachers, have turned out a large amount of needle-work. The writer, who has for twenty years lived among the insane, never had a more genuinely delightful surprise than when he visited an exhibition of this needle-work. The walls and tables of a large room were almost covered with beautifully designed pieces of fancy work, which would have been a credit to a school of design. It seemed incredible that this could be the work of these pauper women. Yet there it was, with simpler, plainer work, a tribute to the devoted efforts of Mrs. Helen C. Jenks and her fellow-workers.

Such results, so quietly and directly brought about, are suggestive of how much more can be done by correct methods. The custom has been in the past to look only to the authorities *inside* the institutions, to give employment to the insane under their charge, and this has been a most excellent custom, but often there is a lack of vitality and capacity for initiative. The routine is necessarily somewhat deadening. I find fresh life and vigor can be imparted to new, or even old kinds of employment from the *outside*; a stimulus may be given, which will be an important factor in solving the problem of the kind and amount of occupation, which may be furnished the insane.

The recovery rate is markedly influenced by the proper and judicious use of work and diversion of all kinds, and there is no doubt that much more can be done than is done at present.

In general the good of the insane can only be enhanced by bringing them into closer relations with those who are well and free to do as they please. And on the other hand the latter will more clearly understand and appreciate the weaknesses and needs of their less fortunate brethren, when they see them as they are, day after day.

WALTER CHANNING, M. D.

Let us do as in setting out on a voyage. What is it possible for me to do? This—to choose the captain, crew, the day, the opportunity. Then a tempest has burst upon us; but what doth it concern me? I have left nothing undone that was mine to do; the problem is now another's, to wit, the captain's. But now the ship is sinking! and what have I to do? I do only what I am able—drown without terror and screaming and accusing of God, but knowing that that which has come into being must also perish.—*Epictetus*.

Remember that thou art an actor in a play, of such a part as it may please the director to assign thee; of a short part if he choose a short part; of a long one if he choose a long. And if he will have thee take the part of a poor man or of a cripple, or a governor, or a private person, mayest thou act that part with grace! For thine it is to act well the allotted part, but to choose it is another's.—*Epictetus*.

From Old Authors.

From Malory.

[Of Sir Thomas Malory we know practically nothing. Caxton, wishing to print a book of King Arthur's deeds, requested Malory to make an English "reduction" of the various works in French. The result was the *Morte Darthur*, completed in 1470.]

THE VISION OF THE GRAIL.

And then the king and all the estate went home unto Camelot, and so went to even-song to the great minster; and so after that they went to supper, and every knight sat in their place as they were before hand. Then anon they heard cracking and crying of thunder, that hem thought the place should all to-rive; in the midst of the blast entred a sunne beame more clear by seaven times than ever they saw day, and all they were alighted of the grace of the holy Ghost. Then began every knight to behold other, and either saw other by their seeming fairer than ever they saw afore, not for then there was no knight that might speake any word a great while; and so they looked every man on other as they had beene dombe. Then there entred into the hall the holy grale covered with white samite, but there was none that might see it, nor who beare it, and there was all the hall fulfilled with good odours, and every knight had such meate and drinke as hee best loved in this world; and when the holy grale had beene borne through the hall, then the holy vessel departed suddenly, that they wist not where it became. Then had they breath to speak, and then the king yeeled thanks unto God of his grace that hee had sent them. "Certainly," said king Arthur, "wee ought greatly to thanke our Lord Jesu Christ for that hee hath shewed us this day at the reverence of this high feast of Pentecost." "Now," said Sir Gawaine, "we have beene served this day of what meates and drinkes we thought on, but one thing beguiled us, we might not see the holy grale, it was so precious covered, wherefore I will make heere avow, that to-morrow, without any longer abiding, I shall labour in the quest of the sangreall, that I shall hold me out a twelve moneths and a day, or more, if neede bee, and never shal I returne againe unto the court til I have scene it more openly than it hath beene scene heere; and if I may not speed, I shall returne againe, as hee that may not bee against the will of our Lord Jesu Christ." When they of the round table heard sir Gawaine say so, they arose, the most part of them, and avowed the same.

THE CHARACTER OF LAUNCELOT.

And when sir Ector de Maris heard such noise and light in the queere of Joyous-gard, hee alighted, and put his horse away from him, and came into the queere; and there hee saw men sing the service full lamentably; and all they knew sir Ector; but hee knew not them. Then went sir Bors unto sir Ector, and told him how there lay his brother sir Launcelot dead.

And then sir Ector threw his shield, his sword, and his helme from him; and when hee beheld sir Launcelots visage hee fell downe in a swone, and when hee awaked it were hard for any tongue to tell the dolefull complaints that hee made for his brother. "Ah, sir Launcelot," said hee, "thou were head of all christen knights. And now, I dare say" said sir Ector, "that, sir Launcelot; there thou liest, thou were never matched of none earthly knights hands; and thou were the curtiest knight that ever beare shield; and thou were the truest friend to thy lover that ever bestrood horse, and thou were the truest lover of a sinful man that ever loved woman; and thou were the kindest man that ever strooke with sword; and thou were the goodliest person that ever came among presse of knights; and thou were the meekest man and the gentlest that ever eate in hall among ladies; and thou were the sternest knight to thy mortall foe that ever put speare in the rest.

From Ascham.

[Roger Ascham was born in Yorkshire about the year 1515. He entered Cambridge at the time of the revival of the classic learning in England, and he became one of the foremost scholars of his time. He was tutor to Queen Elizabeth who esteemed him highly. His chief books were *Toxophilus* (1545) a treatise on the proper use of the bow, and *The Schoolmaster*, a book of direction to teachers. The subjoined passage is from *Toxophilus*.]

SEEING THE WIND.

To see the wind, with a man, his eyes, it is impossible, the nature of it is so fine, and subtle; yet this experience of the wind had I once myself, and that was in the great snow that fell four years ago. I rode in the highway betwixt Topcliff-upon-Swale, and Borowe Bridge, the way being somewhat trodden afore, by wayfaring men. The fields on both sides were plain and lay almost yard deep with snow, the night afore had been a little frost, so that the snow was hard and crusted above. That morning the sun shone bright and clear, the wind was whistling aloft, and sharp according to the time of the year. The snow in the highway lay loose and trodden with horse

feet; so as the wind blew, it took the loose snow with it, and made it so slide upon the snow in the field which was hard and crusted by reason of the frost over night, that thereby I might see very well the whole nature of the wind as it blew that day. And I had a great delight and pleasure to mark it, which maketh me now far better to remember it. Sometime the wind would be not past two yards broad, and so it would carry the snow as far as I could see. Another time the snow would blow over half the field at once. Sometime the snow would tumble softly, by and by it would fly wonderful fast. And this I perceived also, that the wind goeth by streams and not whole together. For I should see one stream within a score on me, then the space of twoscore no snow would stir, but after so much quantity of ground, another stream of snow at the same very time should be carried likewise, but not equally. For the one would stand still when the other flew apace, and so continue sometime swifter, sometime slower, sometime broader, sometime narrower, as far as I could see. Nor, it flew not straight, but sometime it crooked this way, sometime that way, and sometime it ran round about in a compass. And sometime the snow would be lift clean from the ground up into the air, and by and by it would be all clapped to the ground as though there had been no wind at all, straightway it would rise and fly again.

And that which was the most marvel of all, at one time two drifts of snow flew, the one out of the West into the East, the other, out of the North into the East; and I saw two winds by reason of the snow the one cross over the other, as it had been two highways. And again I should hear the wind blow in the air, when nothing was stirred at the ground. And when all was still where I rode, not very far from me the snow should be lifted wonderfully. This experience made me more marvel at the nature of the wind, than it made me cunning in the knowledge of the wind.

To spend too much time in studies, is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rule, is the humor of a scholar; they perfect nature and are perfected by experience; for natural abilities are like natural plants, that need pruning by study.—*Francis Bacon: Of Studies.*

Virtue is like precious odors, most fragrant when they are incensed, or crushed: for prosperity doth best discover vice, but adversity doth best discover virtue.—*Francis Bacon: Of Adversity.*

From Sir Henry Wotton.

THE CHARACTER OF A HAPPY LIFE.

[Sir Henry Wotton, the man of affairs, found little time for literary pursuit until he was made provost of Eton when he was about fifty-six years of age. He was a warm friend of Isaak Walton in whose *Lives* he has been immortalized.]

How happy is he born and taught
That serveth not another's will;
Whose armour is his honest thought,
And simple truth his utmost skill.

Whose passions not his master's are;
Whose soul is still prepared for death,
Untied unto the world by care
Of public fame or private breath.

Who envies none that chance doth raise,
Nor vice; who never understood
How deepest wounds are given by praise;
Nor rules of state but rules of good;

Who hath his life from rumours freed;
Whose conscience is his strong retreat;
Whose state can neither flatterers feed
Nor ruin make oppressors great.

Who God doth late and early pray
More of His grace than gifts to lend;
And entertains the harmless day
With a religious book or friend.

This man is freed from servile bands
Of hope to raise or fear to fall;
Lord of himself though not of lands
And having nothing, yet hath all.

ELIZABETH OF BOHEMIA.

You meaner beauties of the night,
Which poorly satisfy our eyes
More by your number than your light,
You common people of the skies,
What are you when the moon shall rise?

Ye violets that first appear,
By your pure purple mantles known,
Like the proud virgins of the year,
As if the spring were all your own,—
What are you when the rose is blown?

Ye curious chanters of the wood,
That warble forth Dame Nature's lays,
Thinking your passions understood
By your weak accents; what's your praise
When Philomel her voice doth raise?

So when my mistress shall be seen
In sweetness of her looks and mind,
By virtue first, then choice, a queen,
Tell me, if she were not design'd
Th' eclipse and glory of her kind?

Books.

THE ETHICS OF CITIZENSHIP, By John Mac-cunn, M.A., Professor of Philosophy in University College, Liverpool. New York: Macmillan & Co.

Under this title, Professor Maccunn puts out a book which deals in the largest way with the problems of popular government. He does not so much present an ethical system, as a meditation upon the nature of Democracy, starting with a severely critical analysis of the doctrine of Equality as commonly stated, exhibiting impatience with the popular conception of "Rights," and then passing into a profound series of reflections upon the higher meanings of Citizenship.

Professor Maccunn finds justification for the ideas of human Equality and Fraternity and for the demand for Rights, only in the moral and spiritual worth of men, to themselves, and to their fellows, and he esteems Citizenship of value only as it makes possible the achievement of such worth by the citizens. It is with such a thesis that he takes up the investigation of Majority Rule, Political Consistency and Luxury, and the result is a treatment which is an amazement to the practical politician, confusion to the merely materialistic economist, and to the serious, the sincere and the patriotic, an assurance that high thinking is not yet dead in the world, nor the ability to interpret the passing concerns of life in terms of things higher than themselves, departed.

A commendation of this book, which, notwithstanding, must be most enthusiastic, has to be qualified with a regret that its author fails anywhere to consider the body of citizens as a thing of value in itself; that he gives us nowhere the cheering assurance that he has risen to the vision of The Nation as itself a living, rejoicing personality, clothed with authority to demand, and with charm to win, the services of its people for its own magnificent sake. But nothing could be more admirable than the strength with which he emphasizes a teaching which it is most necessary that men to-day should hear;—this: That Citizenship is not the possession of rights, but a state wherein are afforded opportunities for the enrichment and adornment of life, in the civil and political associations for which it is intended.

Never will Professor Maccunn's contention be too much emphasized; let his reviewer take up the iteration. To possess rights is not to be a citizen; it is only to be on the way to become one. Never can it be sufficiently

realized that men become citizens in truth only when they use their rights. For these are not ends in themselves; they are instruments, means, advantages, whose value rests in their proper employment. The most abject of cowards may indeed brandish a sword, and even in his hands we perceive the excellence of the weapon, but if we are to know what a sword really is, it must find its way into the grasp of a man. The right of free speech, precious as the instrument of wisdom or sage counsel, is a doubtful boon for the lips of the fool, the babbler and the bore. The right of freedom of worship, supreme opportunity though it be, is as though it were not, is far from the substantial blessing they deemed it who fought that we might possess it, for those of us who never think of worshipping anything or anyhow.

More emphatically may this be said of political rights. How absurd to think of the high privileges with which centuries of social travail have endowed the voter, as if they were comprehended in the few minutes a year spent scratching tickets in polling booths! The stuff, the substance, the essence, the reality, of the preciousness of the right to vote is that it decorates its possessor with the obligation to duty in the State, and therefore with the obligation and the opportunity to fit himself for duty, even in taking up duty and identifying himself with the larger interests of that of which he is now to be a part. All the blood shed for rights is as water spilt on the sands, if, stopping short in fancied success, men fail to fill their lives with those great positive ends of life to which rights are but the precursors. Democracy has yet failed till it has brought the citizen something more substantial than the means by which substantial blessings may be attained.

It is in the performance of the duties of citizenship that there is gained not only the ability for their performance, but entrance into the benefits that ever come in the train of duty. Democracy may blunder; Democracy may not be demonstrably the best machine for governing. But the end of national life is not to exhibit the best machine for governing; after all, to develop human beings is its end. And for this there is perhaps no arena so good as that of active political life;—none so varied in its relations; so unselfish in its ends, so inspiring in its issues. Better that, even at some cost of blundering, men should be developed in the school of citizenship, than that there should be neither blunders made nor men developed.

The obligation to duty in the state conducts the citizen to participation, not only in national, economic and practical interests,

but also in national ideals, in the things that have made the nation great, in the inspiration of the lives of its soldiers, its poets, its heroes and its saints. Thus History, Religion, Literature, Science, Art are of actual political import to citizens, as such. From these, Citizenship has to gain, not merely wisdom, power and increased capability, but its very self, for it does not become a real thing, worthy its name, till it has crowned itself with these its belongings and attributes. A citizen is not a person to whom may be added knowledge of history, art, the power to think, and the power to believe, but a person is a citizen only when these are his, and have made him. It is not enough that a nation should gather within its borders public institutions, schools, monuments, memorials, universities, churches, a rich inheritance in Literature and Science and Art. The day of realized citizenship has come only when every citizen has learned to number these among the influences by which his own life is quickened, strengthened, enriched and elevated.

WILLIAM BAYARD HALE.

GEORGE WILLIAM CURTIS. By Edward Cary.
Pp. 339. (American Men of Letters.)
Boston: Houghton, Mifflin & Co., 1894.

"It is the sound of the trumpet," says Lowell in the essay on Emerson the Lecturer, "that the young soul longs for, careless what breath may fill it. Sidney heard it in Chevy Chase, and we in Emerson."

One dreamy, rather lonely boy, at least, three decades and more ago, "heard it" in the ringing tones, the fervid eloquence, of George William Curtis, the favorite of the Lyceum lecture course. Returning home, the lad of ten attempted to express his gratitude: "Wendell Phillips tears everything to pieces and leaves it so. Curtis puts it together again." This childish criticism perhaps touched near the truth. Mr. Curtis was what we may call a constructive optimist. He had faith that all would come out right. Nor did he merely trust in Providence to guide. He pointed the way. He believed in the moral, the heroic quality of the race. This gave a vastly increased value and force to all his rare powers. He still seems to me the best and most encouraging type of the scholarly man, active as a devoted public-spirited citizen, yet produced in America. A type, I say, because the noble figure and the clarion voice, the quality of his literary style, of his eloquence, of his lightning-like quick thought were indeed unique: but the dauntless, self-forgetful, heroic nature

was of a familiar Puritan mould—nor Puritan alone, but Anglo-Saxon, at least. And every such career as his helps to shape many another like it.

"The uninterrupted breath
Inspires a thousand lives."

Of all the thirteen authors thus far treated in Mr. Warner's creditable series, Mr. Curtis is least adequately described by the title, an "American Man of Letters." He commenced his public work, indeed, with a series of letters from Europe to the New York papers, 1846-1850. As a journalist he thus began, and a journalist at last he was destined to be, but one who never dulled the edge of his style by slovenly haste, nor lowered his high moral aim to any partisan or mercenary success. And he was quite as much an orator, a politician, a reformer. To this great life-work of shaping and elevating public opinion, all his early culture from reading and travel, all the influences of Brook Farm and Concord, as of Europe and Egypt, prepared him and fitted him.

There was no waste of misdirected effort in this life. The six years following his return from abroad are transitional. His memory of travel, his satires of New York society, the delightful sentiment of "Prue and I," adequate and valuable in themselves, yet convince us that all such work could be but the avocation of a man called to sterner tasks. To him, even more clearly than to Whittier, spoke

"The voice that bids
The dreamer leave his dream midway
For larger hopes and graver fears."

This heroic life is distinctly and truthfully outlined in the well proportioned and clearly written volume of 339 pages before us. The only regrets we are inclined to express are that the abundant material did not take such a shape, in these competent hands, as to burst the limits of this modest little series, and produce rather a stately pair of octavo volumes, an adequate picture of the man and his many-sided work. Such a book will doubtless eventually be written, by the same hand or another. Possibly we must wait until the turn of the century gives the dignity and perspective of history to Mr. Curtis and his generation. In particular, his connection with civil service reform, and with the great revolt from his old party, can hardly be calmly considered yet by writer or reader.

But it is already evident that George William Curtis is one of the best, the most encouraging products of American life; a noble, prophetic type of the educated but practical citizen, politician, reformer, which is to be

more and more common among us. The story of such a life, told thus worthily even though all too briefly, is most certainly to be cordially recommended to the thoughtful perusal of all who support THE CITIZEN and its patriotic ideals. It is one of the sweetest consolations of our lost youth, that the very tones in which Curtis uttered such magic words as "Morgarten" and "Marathon" will abide with us as long as life itself abides. No less lasting, surely, is the inspiration that such a face and figure, such a voice and spirit brought to thousands of boyish hearts.

WILLIAM CRANSTON LAWTON.

Notes.

Municipal Reform Movements in the United States, by Dr. William Howe Tolman, Secretary of the New York City Vigilance League, is published by the Fleming H. Revell Company, with an introduction by Dr. Parkhurst. This volume is called "the text-book of the New Reformation," and it gives a brief account of the history and organization of various municipal reform societies throughout the country, very naturally devoting considerable space to the City Vigilance League and to other New York Societies.

Mr. J. Churton Collins has collected his literary essays, previously published in the *Quarterly* and the *Corahill*, revised and republished them with Macmillan & Co., under the title *Essays and Studies*. In dealing with such frequently discussed themes as Dryden, the Predecessors of Shakespeare, and Lord Chesterfield's Letters, Mr. Collins finds an original word to say and gives reason why certain conventionalities of criticism should be reconsidered.

Professor W. J. Ashley, of Harvard College, is editing for Macmillan & Co. a series of "Economic Classics." Three of the volumes have already appeared: Adam Smith's *The Wealth of Nations*, selected chapters; the first six chapters of Ricardo's *Principles of Political Economy*; and Malthus' *Principles of Population*. Other volumes are announced. The series is attractively printed and is neatly bound in dark green cloth. The price is seventy-five cents a volume.

Dr. H. T. Peck, of Columbia College, and Dr. Robert Arrowsmith, of the New York Teachers' College, have published with the American Book Company an entertaining volume of selected Latin prose and verse illustrative of Roman life. Besides extracts from a considerable number of classic authors, there are such interesting curiosities as popular songs and tomb inscriptions. The volume is illustrated and supplied with a full body of notes. The price is \$1.50.

As the first of a series of "College Histories of Art," Professor John C. Van Dyke, of Rutgers College, has published, with Longmans, Green & Co., *A Text-Book of the History of Painting*, in which he gives in outline the history of painting from the Egyptians to our own time. The book is supplied with more than a hundred illustrations and with various biographical tables for the information of those who may wish to pursue the study of any particular school or master in more detail than is permitted in a general survey. Price, \$1.50.

Ginn & Co. publish *The Philosophy of Teaching*, by Arnold Tompkins. This is yet another result of the far-reaching attempt that is being made to discover and apply national principles to the science of teaching. The author, in the present instance, concerns himself not so much with the discovery of such principles as with their application.

The Arena Publishing Company, of Boston, send us *A Scientific Solution of the Money Question*, by Arthur Kitson. The "solution" is stated in these words: "I claim that the money problem will be solved as soon as governments cease monopolizing and interfering with the currency. Repeal of all laws prohibiting and restricting the issuing of money, would call into existence numerous systems, competition among which would lead to the survival of the fittest, which is the natural solution of the banking and currency question."

We quote from *The Bookman* the following commendation of *The Growth of the Idylls of the King*, by Dr. Richard Jones, of Swarthmore College: "The design of the study is to show that Tennyson's obligations to Malory have been exaggerated by the critics; that the poem shows a gradual but steady evolution; and that the work itself in its final form embodies the poet's matured view of life—a somewhat pessimistic view, and one far removed from the hopeful optimism of his youth, that found expression in the early Idylls. In the working-out of this plan Dr. Jones has gathered and arranged a mass of information as to texts, variants, revisions in manuscript, and other matters that are extremely instructive to the critical students of Tennyson; and has shown a keen literary sense that will commend certain chapters of his little volume to that larger host who never think of texts, or variants, or sources, but merely accept with delight the noble creation of a great master, and thank God for it."

The latest contribution to "The Great Educators" series, published by Scribners, is especially timely, for it is on Herbart whose theory of education is at present exerting such a profound influence upon pedagogics throughout the world. President De Garmo, the author, is one of the leaders of the Herbartian idea, the president of the Herbart Club, and a thorough believer in the efficacy of the system. The criticism which might be made of the book to the effect that it concerns itself too little with Herbart, is forestalled by the author in his title, *Herbart and The Herbartians*. His purpose is to give a thorough exposition of the system, not only as Herbart conceived it, but as it has been developed by his followers in educational thought. A detailed discussion of the theory of the correlation of studies is particularly suggestive in view of the recent recommendations of the Committee of Fifteen. The price of the volume is one dollar.

The History of English Poetry, by Mr. W. J. Courthope, which Messrs. Macmillan have just issued in four volumes, is so far advanced that the first volume will be published within the next few weeks. The author adopts the method of literary criticism contemplated by Gray, rather than the antiquarian method actually followed by Warton. Instead of arranging the materials in mere chronological order from the Anglo-Saxon period, he endeavors, while preserving the order of time, to interpret the development of English poetry by showing the relations of thought between the Middle Ages and the Renaissance. The theory that the Renaissance was a sudden uprising of thought is strongly opposed and the line of connection between ancient and modern culture is traced through the system of encyclopedic education transmitted to the Latin Church in the decadence of the Roman Empire.

University Extension News and Announcements.

The Summer Meeting of 1895.

Announcements of the inaugural lecture of the Summer Meeting, by Professor Woodrow Wilson, of Princeton College, the introductory lecture in the Department of Literature and History, by Dr. Sara Y. Stevenson, the course on Pre-Grecian Civilization, by Mr. Dana C. Munro, and the two courses by Professor Richard G. Moulton on Ancient Tragedy for Modern Readers, were contained in the March number of THE CITIZEN. The additional lecturers in Department A are: Professor Bernadotte Perrin, of Yale University; Professor Martin L. D'Ooge, of the University of Michigan; Professor John H. Wright, of Harvard University; Professor William A. Lamberton and Dr. Alfred Gudeman, of the University of Pennsylvania, and Staff Lecturers William Cranston Lawton and Henry W. Rolfe.

Professor Wright will deliver three lectures on "The Every-day Religion of the Greeks," and two lectures on "Certain Especially Interesting Aspects of Greek Poetry." These lectures will be delivered in the first week of the meeting, as will also the lecture by Dr. Gudeman on "The Alexandrian Library and Museum," and Mr. Munro's course on "Pre-Grecian Civilization."

Professor Lamberton will discuss various Greek conceptions of life, beginning with the Greeks' fundamental conception of life itself. The three following lectures will deal with Man Intellectual, Ethical, and Political, and the final lecture with Audible Speech as the Organ of Reason. Professor William Cranston Lawton will give two courses of five lectures each, the first dealing with Homer and Hesiod and their immediate followers, and the second with selected masterpieces of Greek tragedy. The course on Homer and Hesiod in the first week presupposes a thorough familiarity with the *Iliad* and *Odyssey*, either through the originals or in translation. A bird's-eye view is attempted of the less familiar epic literature which followed these earliest masterpieces, and the influence of Homer will be traced therein. References for exhaustive study, in Greek or not, will be furnished if desired, but the lectures themselves should be intelligible to any student familiar with the Homeric poems.

(I) Plots of the *Iliad* and *Odyssey* compared; (II) The Epic Cycle, especially the poems written expressly to complete the Tale of Troy; (III) Hesiod's *Works and Days*. The beginning of personal poetry; (IV) Hesiod's *Theogony*. The sources of Greek mythology; (V) The "Homeric Hymns." The local cults of Hellas.

In Professor Lawton's second course the plays selected are typical of large phases in fifth century life and art. The attempt will be made to show the environment of thought in which they appeared, in connection with an outline of the dramas themselves. The lecturer will use his own metrical versions in quoting from tragedy, and Frere's famous translation of the *Frogs*. The lectures are intended for a general English audience, but on account of the lack of time for full discussion, the hearers should be familiar with the entire text of the plays treated—if possible, with all the extant dramas. This course will be delivered in the third week of the meeting.

(I) *Prometheus*—Theology in Attic Tragedy. (II) *Antigone* and the other Theban plays. Heroic humanity in the drama. (III) *Hippolytus*. Romantic drama. (IV) *Alceste*. Melodrama, and the approaching fusion of tragedy and comedy. (V) *Frogs*. Comedy as a political force and as literary criticism.

Professor Perrin will give a biographical survey of Greek history, based upon the Lives of Plutarch. The subjects of the lectures are as follows: (I) General Intro-

ductory lecture—Plutarch the Biographer; (II) Plutarch's Themistocles and The Persian Invasions; (III) Plutarch's Pericles and The Athenian Empire; (IV) Plutarch's Demosthenes and The Macedonian Supremacy; (V) Plutarch's Alexander and The Conquest of the Persian Empire. Students of this department will find it of advantage to read the designated lives in any standard edition of Plutarch. These lectures and the course outlined in the following paragraph will be delivered during the fourth week of the meeting.

Professor Martin L. D'Ooge continues the work of this department with an illustrated course on Greek Art. The subjects are as follows: (I) The Qualities and Origins of Greek Art; (II) The Archaic Sculpture; (III) Kalamis, Myron, and Polyclitus; (IV) Phidias and The Earlier Bloom; (V) Praxiteles and The Later Bloom. An additional course of five lectures will be given by Professor Louis Bevier, Jr., of Rutgers College.

The courses of Department A, as a whole, will give a comprehensive survey of the Civilization, Religion, Literature, and Art of Ancient Greece. The present year is the first of a cycle in which will be discussed the larger results of past human life and thought in a form which is intended to appeal to all thoughtful men and women. A pamphlet containing outlines of the lectures of this department, with suggestions for reading, etc., will be sent to any address upon application.

The Department of Civics and Politics in the Summer Meeting of 1895 will also be of unique value and interest. Like the Department of Economics in the Summer Meeting of 1894, it will be exceedingly profitable to special students of Political and Social Science, but the courses are also adapted to the needs of students who are without special training in this department of study. In the first week Professor Albert Bushnell Hart, of Harvard University, will give three lectures on (I) American Political Institutions; (II) The New England Town Meeting; (III) Puritan Politics. Professor William G. Sumner, of Yale University, will give two lectures on Individualism and Militarism. Rev. Edward Everett Hale, four lectures on (I) The Abolition of Pauperism; (II) The Relief of Poverty; (III) The Battle with Intemperance; (IV) The Ideal City. Dr. Hale will also give three evening lectures as personal reminiscences of (I) Emerson, (II) Holmes, (III) Webster, Everett and Sumner. Professor Henry Carter Adams will lecture on "The Relation of the State to Industrial Society." The subjects of Professor Adams' course are: (I) Doctrine of Restricted Governmental Functions, Regarded as an Historical Product; (II) Analysis of the Theory of Restricted Governmental Functions; (III) Classification of Industries From the Point of View of Governmental Functions; (IV) The Function of Government in the Presence of Modern Monopolistic Tendency; (V) The Function of Government in the Presence of Modern Labor Controversies.

Dr. E. R. L. Gould will give three lectures on "Social Problems of Cities," as follows: (I) Relation of Civic Reform to Social Progress; (II) Housing of the Poor; (III) Public Recreation.

In the second week Professor Edmund J. James will give five lectures on "The American Citizen," and Rev. William Bayard Hale will give an equal number on "Social Ideas and Social Realities." The subjects of his lectures are: (I) The Family; (II) The Mob; (III) The Political Party; (IV) The Nation; (V) The Church.

Negotiations are in progress for a course of five lectures to be delivered in the second week of the meeting, dealing with "The Political Status of Woman." In the third week Professor Jesse Macy, of Iowa, will give five lectures on "Political Parties and Political Leadership." The subjects of the lectures are: (I) Party Organization a Fact to be Reckoned With. The Relation of Parties to Mobs; (II) Party Leadership Under the English Cabinet System and Under the American Federal System; (III)

The Effect of the Slavery Question and the Civil War Upon Political Parties; (IV) Political Issues Since the Civil War; (V) The Relation of the School and the Church to Political Leadership. Professor J. W. Jenks will discuss "Politics in the Modern Democracy." The subjects of his lectures are: (I) The Essentials of Citizenship; (II) The Principles of Representation; (III) The Function of the Legislature; (IV) Direct Legislation (Referendum and Initiative); (V) The Guidance of Public Opinion. Professor Woodrow Wilson will give five lectures on "Constitutional Government in the United States," discussing the following subjects: (I) What is Constitutional Government? (II) Political Liberty; (III) Written Constitutions; The Nature, Origin, Significance of Our Own; (IV) The Organization and Powers of Congress; (V) The Function of the Courts Under a Constitutional Government.

In the final week of the meeting the lectures in the Politics Department will deal with various problems of Municipal Government. Dr. Albert Shaw, Editor of *The Review of Reviews*, whose work on English Municipal Government has just been published by the Century Company, will give five lectures on "European Cities." After a general introductory lecture, Dr. Shaw will devote three lectures to the English, French and German systems of Municipal Government, and the final lecture to the lessons which may be drawn from the government of European cities by those who are interested in the improvement of our municipalities.

Dr. Albert A. Bird, Staff Lecturer in Civics, will give a course of five lectures on "The Municipal Government of Philadelphia," presenting the results of his special investigations into the municipal affairs of this city. Special lectures and conferences will deal with various phases of the agitation for better Municipal Government.

The inaugural lecture of the Summer Meeting by Professor Woodrow Wilson is on the subject of Democracy, and hence will be of special interest to students of the Politics Department. Application blanks for enrollment, and full information in regard to any of the courses will be sent upon application to the Director.

General Notes.

Since his arrival early in January, Mr. Hudson Shaw has lectured almost every evening of the week, and has frequently delivered additional afternoon lectures. His journeys have extended from Brooklyn to Baltimore and throughout Pennsylvania. When he completes his work, in the middle of April, he will have delivered seven courses in the Philadelphia Centres alone: two at Association Local, one at Camden, one at West Philadelphia, one at North Philadelphia, and two at Germantown. He has strengthened his former great popularity, and the desire to have him return next year is universal.

The American Society has recently published four valuable syllabi: "The Puritan Revolution," by Frederick W. Nicolls; "Between the Two Wars," (1812-1860), by Henry W. Elson, A. M.; "Current Topics," by Lindley Miller Keasbey, Ph. D., and "The Life of Plants," by William P. Wilson, Sc. D. Dr. Wilson is to be at the head of the biological department of the Summer Meeting. Professor Keasbey's lectures are a new departure; under the title "Current Topics" he discusses such matters of vital interest as "The Labor Problem," "Present Political Issues," "Economic Sectionalism."

Professor John K. Paine, of Harvard, has recently announced his intention of arranging, if possible, for a series of twenty historical concerts in Saunders' Theatre, whereby may be shown the development of music and the characteristics of the different schools.

He hopes to be able to have some of Boston's best musical organizations, such as the Kneisl Quartet, and

to give a lecture on the different composers and the schools they represent on the same evenings. This idea is obtaining some foothold in England also. The London *Musical Times* announces that a series of similar musical lectures is being given in connection with the Extension College, Reading, and Mr. Joseph Bennett, the well-known editor of that magazine, says, "There is no limit to the advantages of lectures like these."

These two projects are interesting in view of the Extension lectures given during this winter by Mr. Thomas Whitney Surette under the auspices of the American Society. Mr. Surette's subject has been "The Development of Music," and his course now in progress before the West Philadelphia Centre has been much on the plan of the one spoken of in the *Musical Times*. The lectures have been illustrated by madrigals, suites, sonatas, arias from the oratorios, and string quartets.

That these lectures have been unusually successful is indicated both by the large audiences which have greeted Mr. Surette, and by the extended notice given them in the daily newspapers.

Mr. William Cranston Lawton has delivered his course on "Poetry and Romance in New England" at Spring City, thereby furnishing an illustration of the possibilities of Extension work in small towns. Spring City has less than 2000 inhabitants, and yet it has succeeded in drawing out more than a hundred people to hear Mr. Lawton's lectures.

Dr. E. Reyer, Professor at the University of Vienna, sends us an interesting letter, which lack of space forbids us to publish this month, in which he relates the history of University Extension work in Austria. Friends of the movement have succeeded in securing from the Austrian Parliament an appropriation of 6000 florins for the promotion of the work.

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Professor Albert Bushnell Hart, Harvard.

Professor Edmund J. James, University of Pennsylvania.

Professor J. W. Jenks, Cornell University.

Professor Jesse Macy, Iowa College.

Dr. Albert Shaw, Editor Review of Reviews.

Professor W. G. Sumner, Yale University.

Professor Woodrow Wilson, Princeton University.

For information concerning any Department, address

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